

Calendar No. 385

116TH CONGRESS }
2d Session } SENATE { REPORT
116-208

CLEAN ENERGY JOBS ACT OF 2019

JANUARY 28, 2020.—Ordered to be printed

Ms. MURKOWSKI, from the Committee on Energy and Natural Resources, submitted the following

R E P O R T

[To accompany S. 2393]

[Including cost estimate of the Congressional Budget Office]

The Committee on Energy and Natural Resources, to which was referred the bill (S. 2393) to promote a 21st century energy workforce, and for other purposes, having considered the same, reports favorably thereon with an amendment in the nature of a substitute and recommends that the bill, as amended, do pass.

AMENDMENT

The amendment is as follows:

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the “Clean Energy Jobs Act of 2019”.

SEC. 2. DEFINITIONS.

In this Act:

(1) APPRENTICESHIP.—The term “apprenticeship” means an apprenticeship registered under the Act of August 16, 1937 (29 U.S.C. 50 et seq.) (commonly known as the “National Apprenticeship Act”).

(2) ENERGY-RELATED INDUSTRY.—The term “energy-related industry” means an industry in which a substantial quantity of economic activity, in the determination of the Secretary, is economic activity relating to—

- (A) clean energy generation, transmission, distribution, consumption, storage, and conservation;
- (B) carbon capture;
- (C) fuels production or transportation; or
- (D) community energy resilience.

(3) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101 and subparagraphs (A) and (B) of section 102(a)(1) of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002(a)(1)).

(4) LABOR ORGANIZATION.—The term “labor organization” has the meaning given the term in section 2 of the National Labor Relations Act (29 U.S.C. 152).

(5) LOCAL EDUCATIONAL AGENCY.—The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(6) LOCAL WORKFORCE DEVELOPMENT BOARD.—The term “local workforce development board” has the meaning given the term “local board” in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(7) MINORITY SERVING INSTITUTION.—The term “minority-serving institution” means—

(A) a Hispanic-serving institution (as defined in section 502(a) of the Higher Education Act of 1965 (20 U.S.C. 1101a(a)));

(B) a Tribal College or University (as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)));

(C) an Alaska Native-serving institution (as defined in section 317(b) of the Higher Education Act of 1965 (20 U.S.C. 1059d(b)));

(D) a Native Hawaiian-serving institution (as defined in section 317(b) of the Higher Education Act of 1965 (20 U.S.C. 1059d(b)));

(E) a Predominantly Black Institution (as defined in section 318(b) of the Higher Education Act of 1965 (20 U.S.C. 1059e(b)));

(F) a Native American-serving nontribal institution (as defined in section 319(b) of the Higher Education Act of 1965 (20 U.S.C. 1059f(b))); and

(G) an Asian American and Native American Pacific Islander-serving institution (as defined in section 320(b) of the Higher Education Act of 1965 (20 U.S.C. 1059g(b))).

(8) SECONDARY SCHOOL.—The term “secondary school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(9) SECRETARY.—The term “Secretary” means the Secretary of Energy.

(10) STATE EDUCATIONAL AGENCY.—The term “State educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(11) STATE WORKFORCE DEVELOPMENT BOARD.—The term “State workforce development board” has the meaning given the term “State board” in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(12) WORKFORCE DEVELOPMENT PROGRAM.—The term “workforce development program” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

SEC. 3. ENERGY WORKFORCE DEVELOPMENT PROGRAM.

(a) ESTABLISHMENT.—The Secretary shall establish and carry out a comprehensive and nationwide program (referred to in this section as the “program”) in accordance with this section to improve education and training for jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries) to increase the number of skilled workers trained to work in energy-related industries with existing or expected worker shortages.

(b) WORKFORCE DEVELOPMENT.—

(1) IN GENERAL.—In carrying out the program, the Secretary shall—

(A) encourage underrepresented groups, including religious and ethnic minorities, women, veterans, individuals with disabilities, unemployed energy workers, and socioeconomically disadvantaged individuals, to enter into science, technology, engineering, and mathematics fields;

(B) encourage secondary schools and institutions of higher education to equip students with the skills, training, and technical expertise necessary to fill existing or expected worker shortages in energy-related industries;

(C) provide internships, fellowships, traineeships, and apprenticeships at the Department of Energy, including at National Laboratories;

(D) provide energy workforce-related research grants and technical assistance to institutions of higher education, with priority given to minority-serving institutions;

(E) provide students and other candidates for employment with the necessary skills and certifications for high-skill, high-wage, or in-demand jobs in energy-related industries;

(F) ensure that the program is in alignment with the Minorities in Energy Initiative of the Department of Energy;

(G) engage with other programs that are carrying out the Minorities in Energy Initiative of the Department of Energy; and

- (H) to the maximum extent practicable, collaborate with and support State workforce development programs to maximize the efficiency of the program.
- (2) PRIORITY.—In carrying out the program, the Secretary shall prioritize the education and training of underrepresented groups for jobs in energy-related industries.
- (c) DIRECT ASSISTANCE.—
- (1) IN GENERAL.—To carry out the program, the Secretary shall provide direct assistance (including financial assistance awards, technical expertise, and guidance) to local educational agencies, local workforce development boards, State educational agencies, State workforce development boards, institutions of higher education, nonprofit organizations, labor organizations, and apprenticeship programs.
 - (2) DISTRIBUTION.—The Secretary shall distribute direct assistance under paragraph (1) in a manner that—
 - (A) is reflective of the needs of, and demand for jobs in, an energy-related industry; and
 - (B) is consistent with the information obtained under subsections (e)(4) and (j).
- (d) RESOURCE CENTER.—The Secretary shall establish an online resource center—
- (1) to maintain and update information and resources on training programs for jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries); and
 - (2) as a resource for local educational agencies, State educational agencies, institutions of higher education, local workforce development boards, State workforce development boards, nonprofit organizations, labor organizations, and apprenticeship programs working to develop and implement training programs for the jobs described in paragraph (1).
- (e) COLLABORATION AND REPORT.—In carrying out the program, the Secretary shall—
- (1) collaborate with local educational agencies, State educational agencies, institutions of higher education, local workforce development boards, State workforce development boards, nonprofit organizations, labor organizations, apprenticeship programs, and energy-related industries;
 - (2) facilitate the sharing of best practices and approaches that best suit local, State, and national needs;
 - (3) encourage and foster collaboration, mentorship, and partnership between—
 - (A) industry, local workforce development boards, State workforce development boards, nonprofit organizations, labor organizations, and apprenticeship programs that provide effective training programs for jobs in energy-related industries; and
 - (B) local educational agencies, State educational agencies, and institutions of higher education that seek to establish those programs; and
 - (4) collaborate with the Secretary of Labor, the Commissioner of the Bureau of Labor Statistics, the Secretary of Commerce, the Director of the Bureau of the Census, and energy-related industries—
 - (A) to develop a comprehensive and detailed understanding of the workforce needs of, and job opportunities in, energy-related industries, by State and by region; and
 - (B) to publish an annual report on job creation in the sectors of energy-related industries identified under subsection (j)(1).
- (f) BEST PRACTICES FOR EDUCATIONAL INSTITUTIONS.—
- (1) IN GENERAL.—The Secretary, in collaboration with the Secretary of Education, the Secretary of Commerce, the Secretary of Labor, and the Director of the National Science Foundation, shall develop and provide to local educational agencies, State educational agencies, or institutions of higher education best practices for providing postsecondary students with skills necessary for jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries).
 - (2) INPUT FROM INDUSTRY.—In carrying out paragraph (1), the Secretary shall solicit input from energy-related industries, especially energy-related industries with existing or expected worker shortages.
 - (3) STEM EDUCATION.—The best practices developed under this subsection shall promote education in science, technology, engineering, and mathematics as it relates to job opportunities in the sectors of energy-related industries identified under subsection (j)(1).
 - (4) ENERGY EFFICIENCY AND COMMUNITY ENERGY RESILIENCY INITIATIVES.—The Secretary shall develop and provide best practices for teaching elementary

and secondary students and the families of those students about energy efficiency and community energy resiliency.

(g) OUTREACH TO MINORITY-SERVING INSTITUTIONS.—The Secretary shall—

- (1) give special consideration to increasing outreach to minority-serving institutions;
- (2) make resources available to minority-serving institutions to increase the number of skilled minorities and women qualified for jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries);
- (3) encourage energy-related industries to improve opportunities for students of minority-serving institutions to participate in industry internships and cooperative work-study programs; and
- (4) work with the Directors of the National Laboratories to increase the participation of underrepresented groups in internships, fellowships, training programs, and employment at those laboratories.

(h) OUTREACH TO DISPLACED AND UNEMPLOYED ENERGY WORKERS.—The Secretary shall—

- (1) give special consideration to increasing outreach to employers and job trainers preparing displaced and unemployed energy workers for emerging jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries);
- (2) make resources available to institutions that serve displaced and unemployed energy workers to increase the number of individuals trained for jobs in energy-related industries (including manufacturing, engineering, construction, and retrofitting jobs in energy-related industries); and
- (3) encourage energy-related industries to improve opportunities for displaced and unemployed energy workers to participate in industry internships and cooperative work-study programs.

(i) ENROLLMENT IN TRAINING AND APPRENTICESHIP PROGRAMS.—The Secretary shall collaborate with industry, local workforce development boards, State workforce development boards, nonprofit organizations, labor organizations, and apprenticeship programs to help identify students and other candidates, including from underrepresented communities such as minorities, women, and veterans, to enroll in training and apprenticeship programs for jobs in energy-related industries.

(j) GUIDELINES TO DEVELOP SKILLS FOR AN ENERGY INDUSTRY WORKFORCE.—The Secretary shall, in collaboration with energy-related industries, identify the sectors within each energy-related industry that have the greatest demand for workers and develop guidelines for the skills necessary to work in those sectors.

(k) RULE OF CONSTRUCTION.—Nothing in this section authorizes any department, agency, officer, or employee of the Federal government to exercise any direction, supervision, or control over—

- (1) the curriculum, program of instruction, or instructional content of any State, local educational agency, or school; or
- (2) the selection of library resources, textbooks, or other printed or published instructional materials used by any State, local educational agency, or school.

SEC. 4. ENERGY WORKFORCE PILOT PROGRAM.

(a) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term “eligible entity” means a business or labor management organization that—

(A)(i) is directly involved with energy efficiency, renewable energy technology, or reduction in greenhouse gas emissions, as determined by the Secretary; or

(ii) works on behalf of a business or labor management organization that is directly involved with energy efficiency, renewable energy technology, or reduction in greenhouse gas emissions, as determined by the Secretary; or

(B) provides services related to—

- (i) energy efficiency and renewable energy technology deployment and maintenance;
- (ii) grid modernization; or
- (iii) reduction in greenhouse gas emissions through the use of other low-carbon technologies.

(2) LABOR MANAGEMENT ORGANIZATION.—The term “labor management organization” includes a nonprofit organization or qualified youth or conservation corps that provides training to individuals to work for an eligible entity that is a business, or works on behalf of an eligible entity that is a business.

(3) PILOT PROGRAM.—The term “pilot program” means the pilot program established under subsection (b).

- (b) ESTABLISHMENT.—The Secretary of Labor, in consultation with the Secretary and in accordance with section 169(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3224(b)), shall establish a pilot program to provide competitively awarded cost-shared grants to eligible entities to pay for on-the-job training of a new or existing employee to work—
- (1) in renewable energy, energy efficiency, or grid modernization; or
 - (2) on the reduction of greenhouse gas emissions.
- (c) GRANTS.—
- (1) IN GENERAL.—An eligible entity desiring a grant under the pilot program shall submit to the Secretary of Labor an application at such time, in such manner, and containing such information as the Secretary of Labor may require.
 - (2) PRIORITY FOR TARGETED COMMUNITIES.—In providing grants under the pilot program, the Secretary of Labor shall give priority to an eligible entity that—
 - (A) recruits employees—
 - (i) from the 1 or more communities that are served by the eligible entity; and
 - (ii) that are minorities, women, veterans, individuals who are or were foster children, or individuals who are transitioning from fossil energy sector jobs;
 - (B) provides trainees with the opportunity to obtain real-world experience; and
 - (C) has fewer than 100 employees.
- (3) USE OF GRANT FOR FEDERAL SHARE.—
- (A) IN GENERAL.—An eligible entity shall use a grant received under the pilot program to pay the Federal share of the cost of providing on-the-job training for an employee, in accordance with subparagraph (B).
 - (B) FEDERAL SHARE AMOUNT.—The Federal share described in subparagraph (A) shall not exceed—
 - (i) in the case of an eligible entity with 20 or fewer employees, 45 percent of the cost of on-the-job-training for an employee;
 - (ii) in the case of an eligible entity with not fewer than 21 employees and not more than 99 employees, 37.5 percent of the cost of on-the-job-training for an employee; and
 - (iii) in the case of an eligible entity with not fewer than 100 employees, 25 percent of the cost of on-the-job-training for an employee.
- (4) EMPLOYER PAYMENT OF NON FEDERAL SHARE.—
- (A) IN GENERAL.—The non-Federal share of the cost of providing on-the-job training for an employee under a grant received under the pilot program shall be paid in cash or in kind by the employer of the employee receiving the training.
 - (B) INCLUSIONS.—The non-Federal share described in subparagraph (A) may include the amount of wages paid by the employer to the employee during the time that the employee is receiving on-the-job training, as fairly evaluated by the Secretary of Labor.
- (5) GRANT AMOUNT.—An eligible entity may not receive more than \$100,000 per fiscal year in grant funds under the pilot program.
- (d) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$15,000,000 for each of fiscal years 2020 through 2022.

PURPOSE

The purpose of S. 2393 is to promote a 21st century energy workforce.

BACKGROUND AND NEED

The 2017 U.S. Energy and Employment Report found that energy and energy efficiency industries in the United States employed 6.4 million Americans in 2016. A later report led by the National Association of State Energy Officials and the Energy Futures Initiative, which used the same methodology, found that that figure had increased to 6.7 million jobs by the end of 2018.

The 2017 report found that 73 percent of energy-related industries reported difficulty hiring qualified workers over the last 12 months, and that 26 percent report found it very difficult. As the energy sector grows increasingly more diverse, a wider variety of

technical qualifications and skillsets will be required. The Department of Energy's (DOE) second installment of the Quadrennial Energy Review found that workforce retirement is a particularly large issue for the electric power industry due to a dip in workforce training programs in the 1980s that will lead to a gap in upper management following the retirement of baby boomers. The 2017 report also noted that energy employment is less diverse on average than other industries, with women representing 22 to 34 percent of workforce, compared to the U.S. average of 47 percent.

Traditionally, DOE's role in workforce development has focused on research investments that support students and universities and the national laboratories. DOE also sponsors scholarships and funding for education from K-12 education through postdoctoral fellowships. Each of the national laboratories also has outreach programs dedicated to education and workforce development.

S. 2393 would create a comprehensive DOE strategy and program to conduct energy education and outreach to educational institutions and businesses. It also establishes a pilot program at the Department of Labor to train energy sector employees and increase the participation of women and minorities throughout the industry.

LEGISLATIVE HISTORY

S. 2393 was introduced by Senators Heinrich, Manchin, and Booker on July 31, 2019. The Subcommittee on Energy held a hearing on the measure on September 11, 2019.

In the 115th Congress, a similar bill, S. 895, was introduced by Senators Heinrich and Booker on April 7, 2017.

The Senate Committee on Energy and Natural Resources met in open business session on December 12, 2019, and ordered S. 2393 favorably reported, as amended.

COMMITTEE RECOMMENDATION

The Senate Committee on Energy and Natural Resources, in open business session on December 12, 2019, by a majority voice vote of a quorum present, recommends that the Senate pass S. 2393, if amended as described herein. Senator Lee asked to be recorded as voting no.

COMMITTEE AMENDMENT

During its consideration of S. 2393, the Committee adopted a joint staff amendment in the nature of a substitute.

The substitute amendment amends the definitions in section 2 to remove the terms "educational institution" and "elementary school" and define the terms "local educational agency," "local workforce development board," and "state educational agency." It also amends the definition of the term "institution of higher education" to match that given in the Workforce Innovation Opportunity Act of 2013 (WIOA, Public Law 113-128) and modifies the definition for the term "energy-related industry."

The substitute amendment modifies section 3(b) by removing elementary schools from the provision on skills, training, and technical expertise. It also amends section 3(c) by changing the recipients of direct assistance from educational institutions to local edu-

cational agencies, State educational agencies, and institutions of higher education.

The substitute amendment modifies sections 3(d) and (e) by replacing the term “educational institutions” with “local educational agencies,” “State educational agencies,” and “institutions of higher education.” In subsection (e), the substitute amendment also adds the Secretary of Labor to the list of agencies the Secretary of Energy (Secretary) must collaborate with on the energy workforce program.

The substitute amendment modifies section 3(f) by replacing “guidelines” with “best practices” in each place it appears. It adds a priority on soliciting input from energy-related industries with existing or expected worker shortages. It also reduces the specificity of energy efficiency and conservation initiatives required to be taught to elementary and secondary students.

The substitute amendment modifies section 3(j) by replacing the enumerated list of energy-related industries that the Secretary must develop skill guidelines for with a requirement that the Secretary develop guidelines for the sectors in each energy-related field that have the greatest demand for workers.

The substitute amendment adds a new section 3(k), entitled “Rule of Construction,” which makes clear that the Federal government is not authorized to exercise any direction, supervision, or control over the educational programs or any instructional materials of a State, local educational agency, or school.

The substitute amendment reclassifies section 4 as a pilot program instead of a grant program. It further modifies section 4(a) by amending the definition of energy-related industries and adding a definition for pilot program.

The substitute amendment redirects the energy workforce pilot program in section 4(b) to be under the jurisdiction of the Secretary of Labor in accordance with section 169(b) of WIOA Act, rather than the Secretary of Energy.

The substitute amendment adds companies with fewer than 100 employees to the list of targeted communities for prioritization in section 4(c). It also removes the authority to use the grant to pay for the wages of the employee being trained. It further lowers the Federal cost share of the grant depending on the size of the company and adds stipulations for the non-Federal share of the grant.

The substitute amendment reduces the authorization level in section 4(d) from \$100 million annually for five years to \$15 million annually for three years.

SECTION-BY-SECTION ANALYSIS

Section 1. Short title

Section 1 sets forth the short title of the bill.

Sec. 2. Definitions

Section 2 defines relevant terms.

Sec. 3. Energy workforce development program

Section 3(a) requires the Secretary to establish and carry out a comprehensive and nationwide program to improve education and

training for jobs in energy-related industries to increase the number of skilled workers trained to work in energy-related industries.

Subsection (b) requires the Secretary to engage in a number of specific workforce development activities, including encouraging underrepresented groups to enter into science, technology, engineering, and mathematics fields (STEM), and to prioritize education and training of underrepresented groups for jobs in energy-related industries.

Subsection (c) requires the Secretary to provide direct assistance, including financial assistance, technical expertise, and guidance, to educational agencies and a variety of workforce organizations.

Subsection (d) directs the Secretary to establish an online resource center to provide information and resources on training programs for jobs in energy-related industries.

Subsection (e) requires the Secretary to collaborate with educational institutions and relevant workforce entities to facilitate the sharing of best practices and approaches. This subsection further requires the Secretary to publish, in collaboration with the Secretary of Labor, the Commissioner or the Bureau of Labor Statistics, the Secretary of Commerce, and the Director of the Bureau of the Census, an annual report on job creation in energy-related industries.

Subsection (f) directs the Secretary to collaborate with the Secretaries of Education, the Commerce, and Labor, and the Director of the National Science Foundation to develop and make available to educational agencies best practices for providing postsecondary students with skills necessary for jobs in energy-related industries. The subsection further specifies that such best practices shall promote STEM education, energy efficiency, and community energy resiliency.

Subsection (g) requires the Secretary to conduct outreach and make resources available to minority-serving institutions.

Subsection (h) directs the Secretary to conduct outreach to displaced and unemployed energy workers and make resources available to institutions who serve them.

Subsection (i) requires the Secretary to collaborate with industry and workforce organizations to identify students and other candidates, including from underrepresented communities, to enroll in training and apprenticeship programs.

Subsection (j) directs the Secretary to collaborate with energy-related industries to identify sectors with the greatest demand for workers and develop guidelines for the skills necessary to work in those sectors.

Subsection (k) specifies that nothing in section 3 authorizes the Federal government to have any control over any the instructional content or materials of a State, local educational agency, or school.

Sec. 4. Energy workforce pilot program

Section 4(a) defines relevant terms.

Subsection (b) directs the Secretary of Labor, in consultation with the Secretary, to establish a pilot program to provide grants, on a competitive basis, to eligible entities to pay for on-the-job training of a new or existing employee to work in the renewable energy sector, the energy efficiency sector, the grid modernization sector, or on the reduction of greenhouse gas emissions.

Subsection (c) requires eligible entities to submit an application to the Secretary of Labor to be eligible for a grant. This subsection further requires the Secretary of Labor to give priority to targeted communities. This subsection also directs that an awarded grant be used to pay the Federal share of the job training costs; specifies the Federal cost share amount based on the number of the eligible entity's employees; and limits the grant amount to no more than \$100,000 per fiscal year (FY).

Subsection (d) authorizes \$15,000,000 for each of FYs 2020 through 2022.

COST AND BUDGETARY CONSIDERATIONS

The following estimate of the costs of this measure has been provided by the Congressional Budget Office:

S. 2393, Clean Energy Jobs Act of 2019			
As ordered reported by the Senate Committee on Energy on December 18, 2019			
By Fiscal Year, Millions of Dollars	2020	2020-2024	2020-2029
Direct Spending (Outlays)	0	0	0
Revenues	0	0	0
Increase or Decrease (-) in the Deficit	0	0	0
Spending Subject to Appropriation (Outlays)	0	69	not estimated
Statutory pay-as-you-go procedures apply?	No	Mandate Effects	
Increases on-budget deficits in any of the four consecutive 10-year periods beginning in 2030?	No	Contains intergovernmental mandate?	No
		Contains private-sector mandate?	No

S. 2393 would require the Department of Energy (DOE) to establish an energy workforce development program to encourage underrepresented groups to enter the fields of science, technology, engineering, and mathematics and to better prepare students for jobs in energy-related industries. Under the program, DOE would provide internships and apprenticeships at DOE facilities; fund research grants and technical assistance for academic institutions; and conduct other activities to promote the program's goals.

Based on the costs of similar programs, CBO estimates that those activities would cost about \$15 million annually when fully implemented.

S. 2393 also would authorize the appropriation of \$15 million annually through 2022 for DOE to collaborate with the Department of Labor (DOL) in establishing an energy workforce pilot program. DOL would provide grants to businesses and labor management organizations to subsidize on-the-job training for employees in certain energy-related fields.

CBO assumes S. 2393 will be enacted near the end of 2020. Based on historical spending patterns for similar activities, and assuming appropriation of the authorized and necessary amounts starting in 2021, CBO estimates that implementing S. 2393 would cost \$69 million over the 2021–2024 period. The costs of the legislation (detailed in Table 1) would fall within budget functions 270

(energy) and 500 (education, training, employment, and social services).

TABLE 1.—ESTIMATED INCREASES IN SPENDING SUBJECT TO APPROPRIATION UNDER S. 2393

	By fiscal year, millions of dollars—					
	2020	2021	2022	2023	2024	2020–2024
Energy Workforce Development Program:						
Estimated Authorization	0	15	15	15	15	60
Estimated Outlays	0	2	11	14	14	41
Energy Workforce Pilot Program:						
Authorization ^a	15	15	15	0	0	45
Estimated Outlays	0	2	11	12	3	28
Total Changes:						
Estimated Authorization	15	30	30	15	15	105
Estimated Outlays	0	4	22	26	17	69

^aS. 2393 would authorize the appropriation of \$15 million in 2020. CBO does not estimate any outlays from that authorization because appropriations have already been provided for 2020.

The CBO staff contact for this estimate is Aaron Krupkin. The estimate was reviewed by H. Samuel Papenfuss, Deputy Director of Budget Analysis.

REGULATORY IMPACT EVALUATION

In compliance with paragraph 11(b) of rule XXVI of the Standing Rules of the Senate, the Committee makes the following evaluation of the regulatory impact which would be incurred in carrying out S. 2393. The bill is not a regulatory measure in the sense of imposing Government-established standards or significant economic responsibilities on private individuals and businesses.

No personal information would be collected in administering the program. Therefore, there would be no impact on personal privacy.

Little, if any, additional paperwork would result from the enactment of S. 2393, as ordered reported.

CONGRESSIONALLY DIRECTED SPENDING

S. 2393, as ordered reported, does not contain any congressionally directed spending items, limited tax benefits, or limited tariff benefits as defined in rule XLIV of the Standing Rules of the Senate.

EXECUTIVE COMMUNICATIONS

The testimony provided by the Department of the Energy at the September 11, 2019, hearing on S. 2393 follows:

TESTIMONY OF UNDER SECRETARY OF ENERGY MARK W. MENEZES, U.S. DEPARTMENT OF ENERGY

INTRODUCTION

Chairman Cassidy, Ranking Member Heinrich, and Members of the Subcommittee, it is a privilege and an honor to serve at the Department of Energy (DOE or the Department), which is tasked with, among other important responsibilities: overseeing the Nation's nuclear energy research and development programs; creating and sustaining American leadership in the transition to a global clean en-

ergy economy; working effectively with the States on our Nation's energy challenges; and supporting our current, and developing our Nation's future, energy workforce. Thank you for the opportunity to testify today on behalf of the Department regarding legislation pertinent to DOE that is now pending in the Senate.

I have been asked to testify on nine (9) bills today. The Administration continues to review all of these bills. I appreciate the ongoing bipartisan efforts to address our Nation's energy challenges and I look forward to working with the Committee.

HUMAN CAPITAL

In the United States we are producing a wider range of fuels, more abundantly and affordably, while using them more cleanly and efficiently than ever. As part of a balanced approach to energy policy, our Nation is vastly improving energy choice, embracing new and smarter ways to reach our energy, and our environmental goals. In the United States, our energy renaissance over the last decade has been nothing short of a game-changer. As energy evolves, so too does our demand on our current and future workforce.

S. 2393—Clean Energy Jobs Act

S. 2393, *Clean Energy Jobs Act*, orders the Secretary to establish and carry out a comprehensive and nationwide program to improve education and training for jobs in energy-related industries to increase the number of skilled workers trained to work in energy related industries, such as manufacturing, engineering, construction, and retrofitting jobs. This bill also includes providing internships, fellowships, traineeships, apprenticeships, and employment at DOE and the National Laboratories.

The Department continues to review the legislation and looks forward to working with Congress as the legislative process moves forward. We also defer to the Department of Labor who is the lead Federal agency on job training programs and provides oversight of workforce development boards authorized under the Workforce Innovation and Opportunity Act (WIOA).

CONCLUSION

Thank you again for the opportunity to be here today. The Department appreciates the ongoing bipartisan efforts to address our Nation's energy challenges, and looks forward to working with the Committee on the legislation on today's agenda and any future legislation. I would be happy to answer your questions.

CHANGES IN EXISTING LAW

In compliance with paragraph 12 of rule XXVI of the Standing Rules of the Senate, the Committee notes that no changes in existing law are made by S. 2393 as ordered reported.

